

Music Reading Station Teaching Suggestions

By Audrey Snyder

These Teaching Suggestions may be used with all Music Reading Stations.

The exercises can be sung on solfège (provided), numbers or neutral syllables, played on Orff instruments, recorders, keyboards, a combination of all or a few. The emphasis is music reading and steady forward progress to the next station.

After the music reading exercises have been completed at each station, give your students a check-up with the reproducible Music Reading Station Evaluation. This worksheet will provide an opportunity to review the musical concepts learned and can be used as an assessment tool to track student progress.

TEACHER TIPS

Music Concepts

With your students, read, briefly explain and demonstrate aurally the new concepts as they are introduced.

Teaching Sequence for Exercises

Begin with the rhythm alone:

1. Teacher establishes a slow, steady beat.
2. Students play the beat by lightly tapping their foot so that it is kinesthetically felt.
3. Teacher provides preparatory count-off "ONE two ready begin" and then students speak or clap the rhythm of the exercise while at the same time tapping the steady beat with their feet.

Then do the exercise adding pitch:

1. Sight-singing: Teacher establishes *do* aurally. Playing: Teacher directs students to prepare to play by fingering or pointing out the first note.
2. Teacher provides preparatory count-off, "ONE two ready begin" and then students sight-sing or play the pitches (ex. do do re) in rhythm while at the same time playing the steady beat.
3. Once perfected a cappella, then students perform the exercise with the play along CD accompaniment. See exercise page for CD track number.

Use the online reproducible student page with more practice exercised on the same concepts. Go to www.musicexpressmagazine.com, Teachers' Corner and click on Music Reading Station.

Basics for Music Reading Success

- Create a positive classroom environment. Be enthusiastic!
- Each student should have clear visual access to the reproducible exercises on the page either by means of a personal copy or by means of a projected image (for example, overhead projector, digital projection source, or Interactive Whiteboard).
- Students will gain the most from this series with consistent practice. Plan to spend at least three to five minutes on these activities each time the group meets. Regular consistent practice is basic to success.
- Introduce concepts well, but be quick and succinct. Keep students involved in *making* music as opposed to *discussing* music.
- Don't try to accomplish too much at one time. Learning to read music is not an easy task. The goal is steady, forward progress.
- Refrain from singing or playing with the students. Get them started and let them proceed alone.
- Be alert to student successes and sincerely praise students when they do well.



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